

## Wateree Elementary

424 Wildwood Lane  
Lugoff, SC 29078

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	543 Students	
<b>Principal</b>	Janice K. Wood	803-438-8018
<b>Superintendent</b>	Herbert M. Berg, Ed.D.	803-432-8416
<b>Board Chair</b>	Dana A. Morris	803-432-4391

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	53	21	1	0

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Average	Below Average	Yes

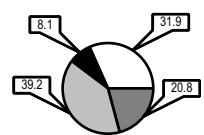
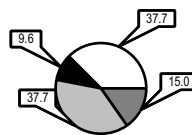
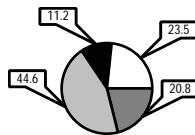
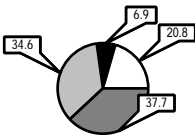
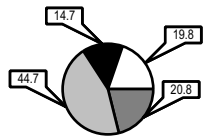
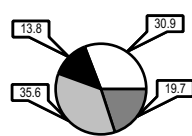
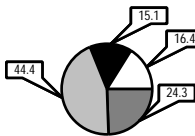
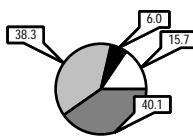
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	279	99.6	20.5	34.7	37.8	6.9	54.8	Yes	Yes
<b>Gender</b>									
Male	148	99.3	27.4	35.6	31.9	5.2	47.4		
Female	131	100.0	12.9	33.9	44.4	8.9	62.9		
<b>Racial/Ethnic Group</b>									
White	220	99.6	15.6	35.1	40.5	8.8	59.0	Yes	Yes
African American	53	100.0	40.8	34.7	24.5	0.0	34.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	242	100.0	16.7	33.8	41.7	7.9	60.5		
Disabled	37	97.3	48.4	41.9	9.7	0.0	12.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	279	99.6	20.5	34.7	37.8	6.9	54.8		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	276	99.6	20.2	34.6	38.1	7.0	54.9		
<b>Socio-Economic Status</b>									
Subsidized meals	131	99.2	30.3	42.0	26.9	0.8	38.7	Yes	Yes
Full-pay meals	147	100.0	12.1	28.6	47.1	12.1	68.6		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	279	100.0	23.5	44.6	20.8	11.2	46.2	Yes	Yes
<b>Gender</b>									
Male	148	100.0	25.7	45.6	14.7	14.0	44.9		
Female	131	100.0	21.0	43.5	27.4	8.1	47.6		
<b>Racial/Ethnic Group</b>									
White	220	100.0	18.0	45.6	23.3	13.1	52.4	Yes	Yes
African American	53	100.0	44.9	40.8	12.2	2.0	20.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	242	100.0	18.9	45.6	23.2	12.3	50.9		
Disabled	37	100.0	56.3	37.5	3.1	3.1	12.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	279	100.0	23.5	44.6	20.8	11.2	46.2		
<b>English Proficiency</b>									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	276	100.0	22.9	45.0	20.9	11.2	46.5		
<b>Socio-Economic Status</b>									
Subsidized meals	131	100.0	34.2	49.2	13.3	3.3	31.7	Yes	Yes
Full-pay meals	147	100.0	14.3	40.7	27.1	17.9	58.6		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	279	100.0	37.7	37.7	15.0	9.6	24.6
<b>Gender</b>							
Male	148	100.0	40.4	35.3	12.5	11.8	24.3
Female	131	100.0	34.7	40.3	17.7	7.3	25.0
<b>Racial/Ethnic Group</b>							
White	220	100.0	31.6	38.8	18.4	11.2	29.6
African American	53	100.0	63.3	32.7	2.0	2.0	4.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	242	100.0	33.3	39.5	17.1	10.1	27.2
Disabled	37	100.0	68.8	25.0	0.0	6.3	6.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	279	100.0	37.7	37.7	15.0	9.6	24.6
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	276	100.0	37.2	38.0	15.1	9.7	24.8
<b>Socio-Economic Status</b>							
Subsidized meals	131	100.0	52.5	35.8	5.8	5.8	11.7
Full-pay meals	147	100.0	25.0	39.3	22.9	12.9	35.7

<b>Social Studies</b>							
All Students	279	100.0	31.9	39.2	20.8	8.1	28.8
<b>Gender</b>							
Male	148	100.0	36.8	33.1	19.1	11.0	30.1
Female	131	100.0	26.6	46.0	22.6	4.8	27.4
<b>Racial/Ethnic Group</b>							
White	220	100.0	25.7	40.8	24.3	9.2	33.5
African American	53	100.0	57.1	30.6	8.2	4.1	12.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	242	100.0	27.2	40.4	23.2	9.2	32.5
Disabled	37	100.0	65.6	31.3	3.1	0.0	3.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	279	100.0	31.9	39.2	20.8	8.1	28.8
<b>English Proficiency</b>							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	276	100.0	31.4	39.5	20.9	8.1	29.1
<b>Socio-Economic Status</b>							
Subsidized meals	131	100.0	45.0	44.2	9.2	1.7	10.8
Full-pay meals	147	100.0	20.7	35.0	30.7	13.6	44.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	93	98.9	15.6	24.4	46.7	13.3	60.0
	4	88	100.0	11.6	34.9	50.0	3.5	53.5
	5	86	100.0	19.3	43.4	32.5	4.8	37.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	85	100.0	16.3	35.0	37.5	11.3	48.8
	4	104	99.0	20.8	29.2	44.8	5.2	50.0
	5	90	100.0	24.1	41.0	30.1	4.8	34.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	93	100.0	20.9	58.2	17.6	3.3	20.9
	4	88	100.0	19.8	47.7	16.3	16.3	32.6
	5	86	100.0	18.1	39.8	22.9	19.3	42.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	85	100.0	25.0	53.8	12.5	8.8	21.3
	4	104	100.0	18.6	35.1	30.9	15.5	46.4
	5	90	100.0	27.7	47.0	16.9	8.4	25.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	85	100.0	45.0	43.8	7.5	3.8	11.3
	4	104	100.0	29.9	35.1	23.7	11.3	35.1
	5	90	100.0	39.8	34.9	12.0	13.3	25.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	85	100.0	30.0	38.8	20.0	11.3	31.3
	4	104	100.0	20.6	49.5	24.7	5.2	29.9
	5	90	100.0	47.0	27.7	16.9	8.4	25.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 543)</b>				
First graders who attended full-day kindergarten	97.8%	Down from 100.0%	100.0%	100.0%
Retention rate	1.8%	Down from 2.3%	2.5%	3.0%
Attendance rate	96.2%	Down from 96.7%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.1%	Down from 2.6%	3.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.7%	Down from 2.3%	2.7%	3.2%
Eligible for gifted and talented	24.6%	Down from 26.4%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.0%	Down from 9.6%	7.7%	8.2%
Older than usual for grade	0.4%	Down from 0.6%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 31)</b>				
Teachers with advanced degrees	64.5%	Down from 70.4%	53.5%	52.6%
Continuing contract teachers	90.3%	Down from 100.0%	84.4%	83.3%
Highly qualified teachers	100.0%	Up from 96.0%	93.4%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 4.0%	0.0%	0.0%
Teachers returning from previous year	80.5%	Up from 79.5%	89.2%	87.0%
Teacher attendance rate	90.6%	Down from 93.7%	94.7%	95.0%
Average teacher salary	\$42,572	Up 1.0%	\$42,560	\$41,703
Prof. development days/teacher	16.9 days	Up from 11.5 days	12.3 days	12.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Down from 23.8 to 1	19.7 to 1	18.8 to 1
Prime instructional time	83.3%	Down from 87.1%	90.0%	89.8%
Dollars spent per pupil*	\$5,152	Down 9.1%	\$5,859	\$6,242
Percent of expenditures for teacher salaries*	67.7%	Up from 66.2%	66.1%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	94.7%		89.4%	
Highly qualified teachers in high poverty schools	100.0%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

At Wateree Elementary School (WES) we take "cardinal" pride in meeting the educational needs of every child. At WES you will find an atmosphere that encourages academic success and a safe, welcoming environment for each student and visitor. Every year we continue to be impressed by our caring and competent instructional talent, student motivation and enthusiasm, and a cadre of supportive parent/community friends, especially our Parent Teacher Organization.

The 2004-2005 school year was another banner year and a year of growth for Wateree Elementary School (WES) and for the Kershaw County School District. Our students and staff worked tirelessly to excel, while our school family and community business friends continued to work collaboratively to achieve educational excellence for our students. Mrs. Linda Poeta was our Teacher of the Year and a district Honor Roll Teacher of the Year. Mrs. Emilie Lassiter was our Reading Teacher of the Year.

Growth at WES is evident. The student population of WES continues to grow significantly. The school year ended with an enrollment of 585 students, an increase of 64 students from last school year. As a result, kindergarten, first, fourth, fifth and our learning disabilities classes each added one new teaching position. In addition, the implementation of a pre-development class for eligible four-year olds was another exciting growth for our school. The two half-day sessions served 20 students each, for a total of 40 students. Thirdly, our school's assistant principal position was reinstated after being cut the previous year due to student enrollment. (Everyone welcomed Mrs. Lindsay Christofaro's return.)

Our district embraced several efforts this year to improve growth in the area of student achievement. District pacing guides were developed to ensure grade to grade continuity, timely intervention, ensure that the curriculum is taught, and help close the achievement gap. Test View, a web-based educational tool, offered teachers and administrators the ability to easily track and analyze academic progress, develop plans, allocate resources, and report on student performance. A computer assessment program, Measures of Academic Progress (MAP), was piloted this year in grades two through five to help improve instruction and measure student progress.

The vast majority of WES parents and staff believe that this is a safe school where their children are challenged academically and appreciated personally. It is the mission of our school to continue to strive for excellence and to assure that all students reach their academic potential. Everyone at WES supports our school vision: As a cardinal ... I Dream, I Discover, I Achieve.

We are proud to serve as our school's Principal and School Improvement Council (SIC) Chairperson, and we look forward to another successful year as we continue to "Soar to New Adventures."

Janice K. Wood, Principal  
Sonya Green, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	32	88	60
Percent satisfied with learning environment	100.0%	87.5%	81.4%
Percent satisfied with social and physical environment	96.7%	81.8%	85.0%
Percent satisfied with school-home relations	100.0%	89.7%	66.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.